

Waterloo Elementary

10457 Hwy. 221 South
Waterloo, South Carolina

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 331 Students | |
| Principal | Taria Stokes | 864-677-4670 |
| Superintendent | Dr. Billy R. Strickland | 864-984-3568 |
| Board Chair | Rev. Charlie Short | 864-681-3664 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|-------------------|
| 2009 | Average | Excellent* |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | Below Average |
| 2006 | Average | At-Risk |
| 2005 | Good | Below Average |

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

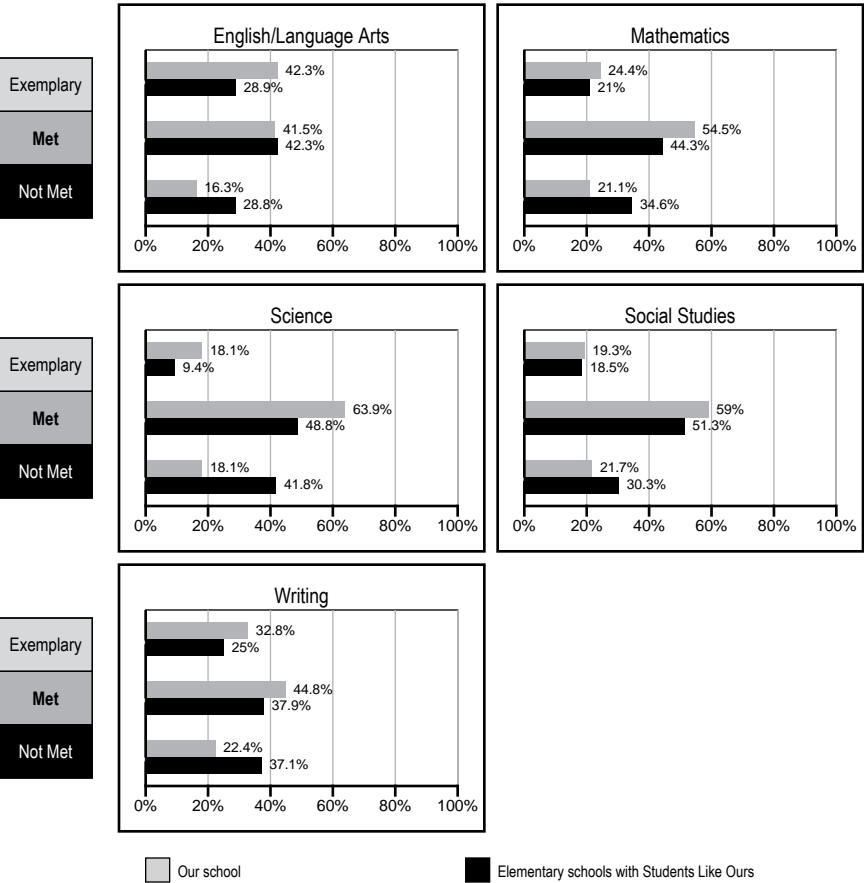
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 5 | 87 | 21 | 1 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=331) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 5.1% | Up from 3.9% | 2.6% | 1.9% |
| Attendance rate | 95.6% | Down from 96.1% | 96.1% | 96.3% |
| Eligible for gifted and talented | 5.8% | Up from 4.4% | 6.9% | 10.0% |
| With disabilities other than speech | 7.1% | Up from 5.4% | 9.2% | 7.7% |
| Older than usual for grade | 1.7% | Up from 1.0% | 0.7% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=20) | | | | |
| Teachers with advanced degrees | 30.0% | Down from 31.8% | 57.0% | 59.4% |
| Continuing contract teachers | 70.0% | Up from 63.6% | 78.0% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 75.5% | Down from 80.1% | 85.1% | 85.9% |
| Teacher attendance rate | 96.4% | Up from 94.1% | 95.0% | 95.1% |
| Average teacher salary* | \$42,575 | Up 3.0% | \$46,282 | \$47,149 |
| Professional development days/teacher | 15.9 days | Up from 4.2 days | 12.2 days | 11.1 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 7.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.3 to 1 | Up from 17.7 to 1 | 18.5 to 1 | 18.8 to 1 |
| Prime instructional time | 91.4% | Up from 88.7% | 90.0% | 90.4% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.9% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,473 | Up 11.0% | \$7,666 | \$7,458 |
| Percent of expenditures for instruction** | 62.8% | Up from 62.5% | 68.1% | 68.8% |
| Percent of expenditures for teacher salaries** | 59.7% | Up from 57.7% | 62.1% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Waterloo Elementary is a Title I school in Laurens School District 55 that is located approximately seven miles from downtown Laurens. The learning community at Waterloo is committed to providing all students with the tools they need to be successful in life. Student learning is the primary focus at Waterloo. Students are exposed to rich, interesting lessons that incorporate technology across content areas. Students have the opportunity to participate in the Limos for Learning reading program, Math/Science Night, Reading on the Greens, Lunch Bunch book clubs, and archery competitions at the local, state, and national levels. In addition, students who have experienced difficulties in their core academic areas in grades 3-5 had the opportunity to attend the after-school tutorial program. Students are celebrated for their achievements frequently through MAP growth/achievement parties, a PASS pep rally, and the yearly Awards Day celebration. The faculty and staff believe that school is a place for not only student learning but also adult learning. Teachers engage in collaborative planning sessions weekly to ensure they are delivering age appropriate, standards-based lessons. In addition, teachers attend numerous after school professional development sessions to enhance their knowledge and skills across subject areas. Waterloo Elementary is committed to serving the whole child. Therefore, students attend weekly computer classes and biweekly guidance and media center classes. Guidance classes assist students in dealing with issues such as peer pressure, divorce, or other emotional issues as well as focusing on honesty, integrity, and responsibility. Our students live in the age of worldwide media. Visiting the media center and computer lab frequently helps them develop skills they will need in the 21st century. Building a strong home/school connection is essential to the growth of our young learners. Therefore, we invite parents to visit and participate in our school activities. Through the assistance of our PTO and Parent Volunteer Program, Waterloo Elementary has a strong support system that will help our students continue to strive for excellence. The Waterloo learning community is excited and proud of the strides students have made in academic achievement. The faculty/staff look forward to continuing to provide students with the quality education they need and deserve. Taria Stokes, Principal; David Craig, SIC chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 14 | 39 | 33 |
| Percent satisfied with learning environment | 92.9% | 94.7% | 100.0% |
| Percent satisfied with social and physical environment | 100.0% | 87.2% | 84.8% |
| Percent satisfied with school-home relations | 71.4% | 89.7% | 93.9% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.9% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 14.8% | 0.0% | No |
| Student attendance rate | 95.6% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 132 | 100 | 16.3 | 41.5 | 42.3 | 95.9 | 85.4 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 73 | 100 | 23.2 | 39.1 | 37.7 | 94.2 | 81.5 | 79.3 | N/A | N/A |
| Female | 59 | 100 | 7.4 | 44.4 | 48.1 | 98.1 | 89.5 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 102 | 100 | 14.7 | 41.1 | 44.2 | 96.8 | 89.5 | 89.5 | Yes | Yes |
| African American | 28 | 100 | 23.1 | 42.3 | 34.6 | 92.3 | 77.1 | 73.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 92.3 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 80.1 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 25 | 35 | 40 | 90 | 62.4 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 79.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 102 | 100 | 16.7 | 43.8 | 39.6 | 94.8 | 81.5 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 132 | 100 | 21.1 | 54.5 | 24.4 | 87.8 | 81.1 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 73 | 100 | 23.2 | 52.2 | 24.6 | 81.2 | 78.5 | 77 | N/A | N/A |
| Female | 59 | 100 | 18.5 | 57.4 | 24.1 | 96.3 | 84 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 102 | 100 | 20 | 51.6 | 28.4 | 88.4 | 84.9 | 87.2 | Yes | Yes |
| African American | 28 | 100 | 26.9 | 61.5 | 11.5 | 84.6 | 72.8 | 66.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 80.8 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 30 | 55 | 15 | 85 | 50.8 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 79.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 102 | 100 | 22.9 | 55.2 | 21.9 | 85.4 | 76.5 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 90 | 100 | 18.1 | 63.9 | 18.1 | 81.9 | 65.7 | 67.5 |
| Gender | | | | | | | | |
| Male | 49 | 100 | 17.4 | 63 | 19.6 | 82.6 | 65.3 | 67 |
| Female | 41 | 100 | 18.9 | 64.9 | 16.2 | 81.1 | 66.1 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 70 | 100 | 15.4 | 63.1 | 21.5 | 84.6 | 74.5 | 79.5 |
| African American | 18 | 100 | N/AV | N/AV | N/AV | 68.8 | 48.5 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 53.2 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 38.1 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 52.9 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 68 | 100 | 17.5 | 61.9 | 20.6 | 82.5 | 58.2 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 89 | 100 | 21.7 | 59 | 19.3 | 78.3 | 69.3 | 72.3 |
| Gender | | | | | | | | |
| Male | 49 | 100 | 21.3 | 57.4 | 21.3 | 78.7 | 66.6 | 71.5 |
| Female | 40 | 100 | 22.2 | 61.1 | 16.7 | 77.8 | 72.1 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 70 | 100 | 20 | 58.5 | 21.5 | 80 | 74.3 | 80.7 |
| African American | 19 | 100 | 27.8 | 61.1 | 11.1 | 72.2 | 61.5 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 56.7 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 12 | 100 | 50 | 33.3 | 16.7 | 50 | 42.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 55.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 71 | 100 | 22.1 | 58.8 | 19.1 | 77.9 | 63.6 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 130 | 100 | 22.4 | 44.8 | 32.8 | 77.6 | 72.1 | 70.2 | 95.6 | 96 |
| Gender | | | | | | | | | | |
| Male | 73 | 100 | 31 | 46.5 | 22.5 | 69 | 65.4 | 63.2 | 95.8 | 95.9 |
| Female | 57 | 100 | 11.1 | 42.6 | 46.3 | 88.9 | 79.4 | 77.5 | 95.4 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 102 | 100 | 21.6 | 44.3 | 34 | 78.4 | 76.3 | 79.1 | 95.4 | 95.6 |
| African American | 26 | 100 | 26.9 | 46.2 | 26.9 | 73.1 | 64.5 | 57.6 | 96.8 | 96.5 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 86.2 | N/A | 97.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66 | 62.6 | 91.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 93.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 55 | 35 | 10 | 45 | 30.8 | 26.1 | 95.3 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 94.4 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 66.2 | 61.2 | 93.5 | 97.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 97 | 100 | 25.5 | 42.6 | 31.9 | 74.5 | 67.9 | 58.9 | 95.5 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 44 | 100 | 20.9 | 27.9 | 51.2 | 79.1 |
| | 4 | 47 | 100 | 16.3 | 46.5 | 37.2 | 83.7 |
| | 5 | 41 | 100 | 10.8 | 51.4 | 37.8 | 89.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 44 | 100 | 27.9 | 37.2 | 34.9 | 72.1 |
| | 4 | 47 | 100 | 16.3 | 62.8 | 20.9 | 83.7 |
| | 5 | 41 | 100 | 18.9 | 64.9 | 16.2 | 81.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 23 | 100 | 18.2 | 59.1 | 22.7 | 81.8 |
| | 4 | 47 | 100 | 16.3 | 69.8 | 14 | 83.7 |
| | 5 | 20 | 100 | 22.2 | 55.6 | 22.2 | 77.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 21 | 100 | 38.1 | 28.6 | 33.3 | 61.9 |
| | 4 | 47 | 100 | 7 | 81.4 | 11.6 | 93 |
| | 5 | 21 | 100 | 36.8 | 42.1 | 21.1 | 63.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 43 | 100 | 27.9 | 34.9 | 37.2 | 72.1 |
| | 4 | 46 | 100 | 18.2 | 50 | 31.8 | 81.8 |
| | 5 | 41 | 100 | 21.1 | 50 | 28.9 | 78.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample